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ABSTRACT

Teachers and administrators in rural New Mexico schools and preservice teachers at New Mexico State University were surveyed to determine components that could be included in teacher education programs to augment prospective rural teachers' skills and to ease problems of recruitment/retention of certified personnel in rural schools. Questionnaires from 169 rural public elementary/secondary school teachers provided information on experience, certification, training, teaching conditions, and ways of staying up-to-date professionally. Questionnaires from 16 administrators addressed preparation for administering rural schools, teaching/administrative experience, staying professionally current, and acquisition and retention of certified teachers. Opinionnaires from 108 preservice teachers addressed adequacy of teacher training for rural educators, students' perceptions of rural schools, number of credits earned in specialties, and professional development. The study found that: 98.2% of teachers and 75% of administrators were certified, rural educators tended not to be transient, certification requirements did not adversely affect rural educators, 43.8% of the respondents taught multigrade classes, and 54.4% of respondents felt teacher training prepared them for rural teaching. Data on the surveyed population, schools, and professional characteristics are presented in summary and tabular form. Questionnaires and lists of school districts form the appendix. (LFL)

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A SURVEY OF PROFESSIONAL TRAINING AND CERTIFICATION OF RURAL ADMINISTRATORS AND RURAL TEACHERS IN NEW MEXICO

by

WAYNE TINGLEY, B. A., B. Ed., M. A.

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for the Degree
Doctor of Philosophy

Major Subject: Curriculum and Instruction

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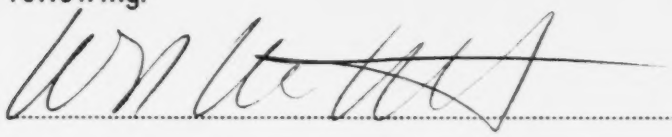

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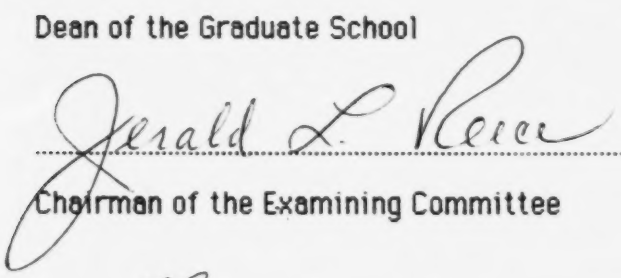

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ABSTRACT

A SURVEY OF PROFESSIONAL TRAINING AND CERTIFICATION OF RURAL ADMINISTRATORS AND RURAL TEACHERS IN NEW MEXICO

BY

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Doctor of Philosophy in Education

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Las Cruces, New Mexico, 1986

Dr. Jerald Reece, Chairman

Rural education in America has been a forgotten area of study and concern for several decades. As a result of federal incentives and rural interest groups pressuring for a share of the educational dollar, there have been some data collected recently.

This study surveyed teachers and administrators teaching in selected rural areas of New Mexico, as well as preservice teachers in the student teaching practicums at New Mexico State University. The key areas studied were: certification, acquisition and retention of certified teaching and administrative personnel, and possible changes in teacher education programs that might alleviate teacher shortages in the rural areas of New Mexico.

The study's conclusions are the following:

1. The rural schools surveyed have, for the most part, a certified teaching staff.

2. The rural educators surveyed do not tend to be transient.

3. The certification requirements do not seem to be adversely affecting the rural educators surveyed.

4. Multigrade classrooms are evident in the schools surveyed.

5. The majority of the rural educators surveyed feel that their teacher training prepared them adequately for teaching in a rural school.

6. Formula funding in New Mexico tends to help alleviate funding disparities between school districts in the state.

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CHAPTER I

INTRODUCTION

Research on rural education in America has been almost nonexistent. Preservice teacher training for rural teachers has been very rare until recently, thus forcing an urban-oriented model of education on all teachers and teaching processes. This has not helped to foster education in rural areas. Recently the federal government has begun to finance the study of rural educational strengths and weaknesses and as a result there are rural projects and rural centers starting to collect data and to help provide insight for further study (Meir & Edington, 1982).

The rural phenomenon has been the subject of study and investigation for some time by rural sociologists and there are data concerning ethnicity, socioeconomic status, demography and health care. Ironically there has been very little research done in the field of rural education, in general, and rural teacher training, in particular. Sher and Rosenfeld (1977, p. 78) suggest . . ."one clear measure of the disregard accorded to rural teachers in the United States lies in the fact that no one even bothers to collect and analyze data on rural teachers."

The twentieth century has not been kind to rural areas; poverty that is a national disgrace, depopulation, decreased financial resources and political impotence are just some of the problem areas (Meir & Edington, 1982). All of this has been further documented in a report on rural concerns prepared for the President in 1967 called The People Left Behind. Interestingly enough, the Roosevelt Rural Life Commission of

1909 suggested that the rural school was one of the most serious problems in rural American life (Henderson & Gomez, 1975), and yet by the mid-1940s rural teacher training was dropped as a specialty from most teacher training institutions. "Rural education has endured 80 years of urbanization and standardization" (Nachtigal, 1980-81, p. 35).

Almost without exception, the answer to rural educational problems was considered to be consolidation of school districts. Sher (1977) feels that rural education became increasingly disadvantaged by consolidation because the cost was high in most cases and the gains to the students in social values and educational performance were not always forthcoming. He further suggests that the great debate and furor over consolidation only served to hide the real issue in rural education--the rural education system needs subsidization from government at all levels. Swick and Henley (1975) suggest that usually consolidation was brought about on an emotional basis and it was rare to look at the educational alternatives.

There has been very little research done in New Mexico regarding the needs of rural educators and teacher training provided for them. Because New Mexico is, for the most part rural in nature, the teacher training provided for educators pursuing a career in rural New Mexico provides an area for research.

Statement of the Problem

About one-fourth of the U. S. population lives in rural areas. Of the nearly 17,000 school districts in the U. S., 12,000 are rural; about one-third of the total school enrollment in this country is made up of

rural children and youths (Amodeo, Martin & Reece, 1983). Of the 88 school districts in New Mexico, 55 districts have been identified for this study as being rural. These 55 districts represent 3774 teachers and 249 schools. The problems of the rural school and rural education have been clearly stated for some time; they include poor organizational structures, difficulties in the recruitment and retention of certified personnel, inadequate facilities, curriculum deficiencies, inadequate financial support (Edington, 1976). One of these, difficulties in the recruitment and retention of certified personnel, deserves closer study because some of the inherent problems might be addressed at the teacher training level. The other four are a function of proper funding and organization by governmental bodies.

Purpose of the Study

Because very little has been done regarding rural teacher training, this study will try to determine the components that could be included in any teacher education program to augment a prospective rural teacher's teaching skills. The assumption made by most teacher educators is that the urban model of teaching and teacher training is adequate for rural teachers. Yet the numbers of rural teachers and rural students are large and almost unstudied. Muse et al. (1975) mentioned this misconception, that is, the idea that urban studies have a common applicability with rural areas. They go on to state that many influential educators see the rural school as lacking, simply because the principles of good teaching as applied to the urban area are often different in rural areas. Horn (1983) and Nachtigal (1982) both suggest

that rural educators have had to fit into the "one-best-system" mold dictated by urban-oriented educational leaders.

The National Rural Education Research Consortium (NRERC) and other newly formed rural study groups have identified many areas to be studied; with proper funding and increased interest on the part of educators, many of these concerns will be solved or at least shown to be solvable. America is entering a time of tremendous change in almost every field of endeavor. Technological changes are happening every day and the population of the country is entering a time of unprecedented diversity. Rural areas are no exception. Since the early 1970s, there has been a reversal of the rural-to-urban migration that has gone on for over a hundred years. This migration, along with the technological, industrial and agricultural changes, dictates a very close study of rural education.

Objectives

This study had the following objectives:

To determine the availability of certified teaching personnel for rural areas.

To determine if certified teaching personnel in rural areas tend to be transient.

To determine if certification requirements tend to be restrictive or unsuitable for rural educators.

To determine if there are particular teaching situations in rural areas that could be addressed by the Teacher Education Program.

Definition of Terms

Rural Area--an area where there are 2,500 or less people living in a village or sparsely settled land.

Rural School District--a district that has only rural residents and is not within 25 miles radius of an urban area with a population of 25,000 or more.

Rural Teacher--a person in charge of a class in a rural area.

Rural Administrator--a principal or vice-principal in charge of a rural school.

Teacher Education Program--any program that provides the basic skills and the professional skills for entry into the teaching profession.

Scope of the Study

This study was limited to those school districts in New Mexico that are considered rural according to the above definitions. Nine areas and the school districts surrounding them were eliminated from the survey because of their urban nature and because their population was over 25,000; these districts were Albuquerque, Santa Fe, Farmington, Las Cruces, Alamogordo, Clovis, Roswell, Carlsbad and Hobbs. Superintendents of the school districts and principals of the schools involved were solicited for their support by a telephone call, and confidentiality was assured. It was assumed that the respondents would answer the questionnaires honestly.

A computer literature search using the ERIC database and Dissertation Abstracts identified only limited research on rural teacher

education and none on rural teacher education in New Mexico. The search using the ERIC database was restricted to those articles from 1967 to the present and the Dissertation Abstracts database was accessed from 1861 to the present. The descriptors used were Teacher Education Curriculum, Teacher Education Programs, Preservice Teacher Education, Rural Schools, Rural Education. The ERIC database provided 68 documents with the above descriptors, of which 34 had possible use in this study. The Dissertation Abstracts database provided 34 documents, of which six had possible use in this study. Only those documents that had relevance to the United States were considered. Studies of populations in foreign countries were not used. The literature search did not identify questionnaires which would be appropriate for this study.

CHAPTER II

THE REVIEW OF LITERATURE

Most people immediately think of farms when they hear the word rural, but only one in four [rural] families in this country lives on a farm, thus there are a great number of families that exist in a rural setting that do not farm for a living. "... Diversity is the hallmark of rural America" (Sher & Rosenfeld, 1977, p. 20). The term "rural" usually is taken to mean areas where there are less than 2,500 people living in a village or, of course, sparsely settled land (Fratoe, 1980; Sher & Rosenfeld, 1977; Tamblyn, 1975b).

Many North Americans believe that the poor live only in ghettos and crowded cities. Twenty-five percent of the population of the United States live in the rural areas and forty percent of the nation's poor live there. The rural poverty problem is so acute that mere statistics cannot begin to measure the human misery and deprivation that exists. Of the 14 million rural poor making less than $3,000 a year, 11 million of them are white. The poverty problem areas in America are among the whites in Appalachia and the Ozarks, among the blacks in the South and among the Spanish-speaking and Indians of the Southwest. Of this 14 million, 70% of them earn less than $2,000 a year and one in four earn less than $1,000 a year. For many rural youngsters hunger is a daily fact of life--they are literally starving (Tamblyn, 1975b).

Not only in the area of education are services at a level that is a national disgrace, but every service that is available to the general population in this country is lacking in the rural areas. Services are

poorest where the poorest people are; for example, only 12% of the nation's doctors and 18% of the nation's nurses are found in the rural areas, even though 25 percent of the population lives in rural areas (Meir & Edington, 1982; Tamblyn, 1975b).

In the President's Report on rural people called The People Left Behind (1967), the authors suggested that "rural poverty is so widespread and so acute as to make for a national disgrace--the consequences of which have swept into cities violently" (Tamblyn, 1975b, p. 8). For many people in urban centers, the only feeling held for the rural areas is one of nostalgia. Tamblyn (1975b, p. 12) states that "many people in underdeveloped areas have developed a culture of poverty. The poor have a different set of values, for example, in education. To the middle class, education stands as the road to self-betterment, but to some poor, it has become an obstacle to surmount until they can go to work." The rural poor as a group complete fewer school years and probably will never finish high school or college and receive the least training as adults (Fratoe, 1980). Tamblyn (1975b, p. 4) goes on to say that ". . . rural means people--millions of them [in the United States], enough collectively to be the world's ninth largest country." It seems that such a large group of people would be hard to ignore, yet within the United States today there is not a strong movement to correct the problems of rural education. In the last several years there have been some attempts to bring the problems to the attention of government at all levels and there has been some attempt to fund rural centers and rural study groups.

The Roosevelt Rural Life Commission of 1909 suggested that the rural school was one of the most serious problems in rural American

life (Henderson & Gomez, 1975), yet rural teacher training was dropped as a specialty during the mid-1940s by most teacher training institutions. By 1969, Muse et al. (1975) found by using a questionnaire to survey major universities offering teacher training, that only six universities offered courses which might have value for a rural teacher.

Almost without exception, the answer to rural educational problems was considered to be consolidation of school districts. Sher (1977) in his book, Education In Rural America: A Reassessment of Conventional Wisdom, suggests that rural education became increasingly disadvantaged by consolidation because the cost was high monetarily in most cases and the gains to the student in social values and educational performance was not always forthcoming. Sher goes on to state that the great debate and furor over consolidation only served to hide the real issue in rural education--the rural education system needs subsidization from governments at all levels. Swick and Henley (1975) also suggest that usually consolidation was brought about on an emotional basis and it was rare to look at the educational alternatives. Sher and Rosenfeld (1977, p. 31) state that ". . . there is no strong empirical base to support the assumptions and assertions of school and district consolidation advocates." Because consolidation works for the part of the district with the highest concentration of people, the decisions are made with them in mind and the rest of the students in the district are subject to these decisions whether or not they are in the students' best interest. A change in district boundaries, for example, can change bus routes, teacher allotments and a whole host of other variables which may be detrimental to the outlying rural child.

Much money, time and effort is spent in higher education

designing courses for a whole host of specialties, yet the rural teacher seems to have to fit into the model that urban or suburban teachers use and need. For example, Muse (1980) found approximately sixty universities that provided specialized training for the inner-city directed teacher. Surwill (1980) suggests that lack of preparation for teaching in multigrade classrooms was probably the most serious deficiency in most teacher training programs preparing teachers for rural careers. Multigrade classrooms are commonplace in rural areas, even at the high school level (Massey & Crosby, 1983a). Most teacher training is urban oriented and is carried on in urban centers (Horn, 1980; Muse et al., 1975; Muse, 1980). Sher and Rosenfeld (1977, p. 54) also noted that "most post-secondary teacher training programs emphasize specialization and, for the most part, do not prepare teachers for rural schools or rural living." Administrators are often forced to ". . . coordinate curriculum, teach when needed, respond to the many forms required by state and federal education departments, and still serve as educational leaders" (Meir & Edington, 1982, p. 5).

Various writers suggest that some of the reasons teachers seem to move more often from the rural schools are poorer salaries, difficulty for single teachers to find friends (single women teachers have the biggest problem in the rural setting), isolation from things that the urban setting can give (theatre, symphony, shopping, etc.). The rural school is often only a place to gain needed experience while waiting for a better urban position (Fratoe, 1980; Muse et al., 1975; Sher & Rosenfeld, 1977).

Teachers in a rural setting repeatedly feel that they have to prepare lessons for too many subject areas thus forcing them to be

generalists (Fratoe, 1980; Horn, 1983; Massey & Crosby, 1983a; Nachtigal, 1982). Not only do they have more lesson plans to make, but often, less time during the school day is provided for this task. All of this, combined with the fact that support services are difficult to provide because often personnel is nonexistent or transient (Fratoe, 1980), helps to add to the frustration of the rural educator. Often not only support services are absent for the classroom teacher, but also even indirect support services are absent for the district; staff for long-range planning or staff to develop proposals seeking special government funds are often absent, too (Fratoe, 1980).

In the last few years some teacher training institutions have attempted to address the rural teacher training issue. There have been some interesting conclusions found as a result of this. Many writers suggest that rural teacher trainees, if trained in a rural setting, seem to want to stay in rural education. On the other hand, rural students who go to urban settings for their training tend to pursue their career in an urban setting and do not plan to go back to their rural background. However, often the only positions available to beginning teachers are those in rural areas; new teachers find themselves in a rural situation with no preparation for the special dynamics of a rural community and school. If the knowledge and experience of existing rural teachers could be utilized to provide preservice teachers with some preparation for teaching in a rural area, much frustration could be avoided (Muse et al., 1975). "Courses which help participants probe their values, continually assess skills, and build self-confidence are particularly important in teacher preparation programs for rural schools" (Massey & Crosby, 1983b, p.14).

Strengths of the Rural School

Henderson and Gomez (1975) suggest that although many rural schools may lag behind their urban and suburban counterparts in academic areas, the social growth is much more advanced in rural school children. He believes that this may be due to the more personal climate of the rural classroom. Swick and Henley (1975, p. 4) say, "the smallness of the rural classroom can provide a climate for the development of positive social behavior among children." He goes on to state that the rural and small schools have met the needs (social growth) for a long period of time and can still do so if the problems they are facing can be alleviated. The suggestion is that the federal and state education funds tend to reward large districts and penalize the small districts.

Edington (1976) suggests that the cultural background of rural areas tends to be more homogeneous than that of the urban areas. It needs to be noted that rural centers tend to be homogeneous within themselves but heterogeneous compared to other rural areas. This is slowly changing with the reversal of the rural-to-urban migration that started in the early 1970s (Fratoe, 1980; Meir & Edington, 1982; Sher & Rosenfeld, 1977). In fact, most futurists are predicting that the diversity experienced in all of America is to be accelerated in the future; this could have tremendous effects on rural areas. Muse et al. (1975), in their study of rural groups, suggest that teachers, administrators, students, and parents are largely supportive of minority groups; therefore, a diversity of cultures should be well received in the rural areas of the country.

The close student/teacher relationship that is evident in most rural schools can be an effective tool for the teacher. Most rural facilities are small enough that students do not have to become just numbers, but they can be considered on the basis of knowledge gained by interaction on a daily basis (Fratoe, 1980). Fratoe (1980) goes on to state that there are fewer discipline problems in rural schools perhaps because of the lower social density or social contact. Tamblyn (1975a) suggests that the rural school has the experience to give positive leadership in the area of close student/teacher relationships and could well be a model that urban teachers could use to humanize large city schools.

Rural teachers have in general the whole community for their classroom if they desire. While rural educators do not regularly have the advantage of being able to expose the children to such things as art galleries, symphonies, and other things found in urban areas, they can use most of the surrounding area as a kind of laboratory for environmental experiments and thus change the exercise from a textbook experience to an examination of the actual living world (Fratoe, 1980).

Rural educators can make an assessment of the human resources in their community and take advantage of these. Because of the dynamics of rural communities, rural residents are usually more than willing to come to the school to share with the children--not out of obligation, but out of a pride that they have something to offer to the children and to the community. "Teachers in rural schools are expected to enhance the close relationship between the school and the community" (Massey & Crosby, 1983b, p. 10). In other words, a rural

teacher can, if properly trained, skillfully use the community resources to teach and at the same time can strengthen community pride and cohesiveness.

Some Peripheral Considerations

Rural education is just one of the services that has to be considered in any discussion of the rural situation. The school is just the beginning. Because rural people have traditionally resisted mental health and counseling services, there is an opportunity for the school to provide a needed service in educating the rural people to use and benefit from these services. The school must offer courses that will help rural youth break the cycle of unemployment and unemployability. A prime example of limited offerings would be that of offering agriculture as the only vocational course available (Fratoe, 1980). Agriculture for the individual is fast going by the wayside.

Finances for funding rural education tend to be relatively low because rural school districts tend to be poor in both taxable income and property wealth (Fratoe, 1980). Rural land-use planning is almost nonexistent. Fujimoto and Zone (1974), in a convincing paper, suggest that rural people are being short changed continually by government and big business as a result of tax shelters and agricultural policies. They suggest that government has been paying lip service to the small farm and all the while giving tax breaks to agribusiness. Forestry is another prime example, as big business can buy up huge tracts of land and actually claim tax write-offs for this; meanwhile, the rural people in the area have to absorb the costs of providing needed services. Almost

all the primary industries would fit into the same mold. This, in effect, is causing rural people, with few opportunities for tax concessions of any kind, to subsidize urban business. This whole scenario helps cause rural taxpayers to pay more of their income in taxes than do their urban counterparts (Sher & Rosenfeld, 1977).

Summary

The literature seems to indicate that education in general is urban oriented and places a burden on those teachers pursuing a career in rural America. Most teacher training institutions pride themselves on their ability to teach prospective teachers to individualize instruction for learners; yet the teachers themselves have to fit into the urban-oriented models provided regardless of where they intend to teach. The literature also emphasizes that many processes appropriate for urban teachers fail to foster the rural teacher--some of these would be state-wide certification, single-grade classrooms, special support services, and the specialist vs generalist teacher.

CHAPTER III

METHODOLOGY

The survey instruments used in this study were aimed at three groups of educators. One questionnaire was used to survey inservice elementary and secondary teachers in rural areas of New Mexico; another questionnaire was used for administrators in the rural setting; and an opinionnaire was used to determine the perceptions of student teachers with regard to the rural and urban teaching situation. Finally, a series of ten telephone interviews with people directly involved in the education system of New Mexico was used to seek further input. Only public schools were used in this study.

Inservice Teacher Questionnaire

This questionnaire was designed to determine if rural teachers come primarily from rural areas and how much teaching experience they have had in both rural and urban areas. Certification and the rural educator was also addressed. The literature suggests that many rural educators are forced to teach in subject areas in which they are not certified or have to become certified in areas in which they have little or no interest. Teacher training and student teaching for prospective rural educators needed some clarification as well; the questionnaire determined where rural educators had the opportunity to do their student teaching practicum. Some writers suggest that rural

preservice teachers become urbanized during the process of teacher training and then are not happy when they return to rural teaching situations. The issue of lesson preparation time was addressed, as well as the time spent engaged in extracurricular and supervisory duties. The question of being able to stay up-to-date professionally and academically was also addressed.

Administrator Questionnaire

The areas addressed in the administrator questionnaire included the acquisition and retention of certified teaching personnel for their schools; information regarding their professional training for administering a rural school; their teaching and administrative experience; the particular difficulty involved with being an administrator with classroom duties; the type and availability of support staff accessible to the rural school system; the work service record of administrators; the issue of staying abreast of the times and staying current professionally.

Student Teacher Opinionnaire

The areas addressed in the student opinionnaire included adequacy of teacher training for a rural educator; the students' perceptions of a rural school; the number of credits earned by the student teachers in their undergraduate degrees in specialty areas, such as, special education, teaching the gifted, music, physical education, dealing with the culturally different and diagnostics; the issue of

staying abreast of the times and staying current professionally.

The Procedure

The questionnaires were designed using Dillman's (1978) Total Design Method (TDM). The TDM has been used by many researchers and has consistently been shown to provide an excellent response for mail questionnaires.

New Mexico's school districts were divided into four major sections (see Appendix E). An attempt was made to locate rural school districts that would have a combination of roughly 75 teachers in each section thus giving a survey sample of near 300 respondents. By choosing one relatively large school district and at least one small district in each section it was hoped that more diverse and accurate data would be received. In the four sections, 29 schools from eight rural districts were surveyed.

Cooperation of the administration for the school districts involved was sought by a telephone conversation, both with the superintendents and the principals of the chosen districts. During the conversation the aims and objectives of the study were given. Upon receipt of permission by the administrators, the instruments were mailed to the principals and teachers on October 17, 1985, and they were returned anonymously in stamped, self-addressed envelopes.

Three hundred twenty (320) teacher questionnaires were mailed with 170 (53.13%) returned; one questionnaire was returned without data on it, so it was not usable. Twenty-three administrator questionnaires were mailed at the same time to the various principals

chosen for the study; sixteen (69.57%) were returned and all were usable. A follow-up letter and reminder notice, as recommended by Dillman, were sent to the principals and schools involved in the survey on October 30, 1985.

The student opinionnaire was given to the elementary and secondary student teachers at New Mexico State University near the end of their student teaching practicum in May 1985 and December 1985. There were 108 students that completed an opinionnaire and all were usable.

The surveys were augmented by ten telephone interviews, done during the month of February 1986, with selected educational personnel from various parts of the state. These personnel included Frank Sanchez, Executive Director of New Mexico School Administrators; Michael May, State Department of Education, Elementary and Secondary Education; Gertrude Hampton, State Department of Education, Teacher Education and Certification; Wilma Ludwig, State Department of Education, Director of Vocational Education; Grady Mayfield, State School Board member, District #7; Douglas Swift, Member of the Rural and Small School Committee, State Department of Education; Donald Wood, Executive Director, New Mexico School Boards Association; and three superintendents, Phillip DeFoor, Dennis Sidebottom, Peter Ortega, from selected rural school districts. Sample questionnaires and the telephone interview schedule are contained in the Appendix (see Appendix A, Appendix B, Appendix C, Appendix D).

The New Mexico Educational Personnel Directory 1984-85, published by the State Department of Education, Santa Fe, was used to determine the location, type, size and district of each school selected

(see School Districts By Section, Appendix F). Most of New Mexico can be considered rural, but only those districts that reflect rurality as previously defined were included. It can be noted that there are 21 districts represented that only have two schools in them. The survey respondents were chosen from 249 schools in 55 school districts with 3774 rural teachers represented.

CHAPTER IV

ANALYSIS OF RESULTS

Presented in this chapter are the results of the data from the questionnaires. The first section contains a general description of the population surveyed. The second section is a general description of the schools surveyed and the third section includes a description of the professional data of the respondents in the survey. The fourth and final section contains the information that is of a global nature and that does not fit any of the other sections. The information has been tabulated into tables for clarity.

General Description of the Population Surveyed

The data obtained from the teacher and administrator questionnaires show that teaching, in the rural schools surveyed, is primarily a female activity and administering is primarily a male endeavor, with 67% of the teachers being female and 69% of the administrators being male. Eighty-one percent (81%) of the student teachers surveyed are female. As would be expected, many of the students (52.8%) are under age 25, yet the data show that a large group of student teachers (35.2%) are getting teacher training at an age of between 26-35 years as well. The majority of the teachers surveyed (75%) are between the ages of 26 and 45 years. The administrators, on the other hand, show a fairly large proportion in the upper age brackets, 31.3% over 56 years of age (see Table 1).

The literature suggests that the marital status of teachers in rural areas is very important as married educators and those married to other educators seem to have fewer problems adjusting to the rural situation. One of the respondents mentioned, in a telephone interview, that hiring a married teacher with a spouse who is also seeking a career is tantamount to finding two career positions. It can be seen from the data in Table I that 20.7% of the teachers, who responded, are married to other teachers and 25% of administrators are also married to teachers. The literature indicates that single teachers (especially single women) have the most difficult time adjusting to living and working in rural areas. The information in Table 1 indicates that 52% of the student teachers are single and 81% of them are women; if the literature is accurate then rural education may not be the place where these respondents will choose to continue their careers.

The populations of the respondents' home communities and the populations of the respondents' high schools are included in Table 2. More than twice the number of teachers in this survey (68%) come from communities of under 10,000 people as compared to 30% of the teachers coming from communities of over 10,000 people. Three quarters of the administrators come from communities of under 10,000 people. The student teachers responding show a different pattern with roughly the opposite situation: 63% come from communities of over 10,000 and 36% come from communities with populations under 10,000. The literature cited indicates that rural educators, who come originally from rural areas or who are socialized to the rural situation, find teaching in a rural area rewarding. The teachers (67%) and administrators (88%)

indicate that the high school that they graduated from had 500 or fewer students in it; of the students surveyed, only 45% graduated from a school with 500 or less students. If what the literature predicts is true, then this downward trend from 67% of the inservice teachers to 45% of the preservice teachers, who come from high schools of more than 500 students, could present a future problem for the acquisition and retention of teachers for the rural schools of New Mexico.

Table 1 Sex, Age & Marital Status of Respondents

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
SEX						
Male	53	31.36	11	68.75	20	18.52
Female	114	67.46	5	31.25	88	81.48
No Response	2	1.18	0	0.00	0	0.00
AGE						
< 25	8	4.74	0	0.00	57	52.78
26-35	66	39.05	3	18.75	38	35.19
36-45	60	35.50	5	31.25	10	9.27
46-55	28	16.57	3	18.75	1	.92
>56	6	3.55	5	31.25	1	.92
No Response	1	.59	0	0.00	1	.92
MARITAL STATUS						
Single	46	27.22	1	6.25	57	52.78
Other	11	6.51	2	12.50	2	1.85
Yes (a)	35	20.71	4	25.00	5	4.63
No (b)	70	41.42	8	50.00	43	39.82
No Response	7	4.14	1	6.25	1	.93

(a) Spouse of respondent is a teacher
(b) Spouse of respondent is not a teacher

Description of the Schools Surveyed

Information in Table 3 indicates that elementary teachers make up 41% of those responding, 40% come from high schools and 18% come from Middle schools or Junior High Schools. Sixty-four percent (64%) of teachers and 69% of administrators surveyed are employed in a school district comprised of four or less schools. It can be noted that 35.1% of the teachers and 25% of the administrators are in districts that have three or less schools and that the maximum number of schools in any district in this study is six.

Table 2 Population of Respondents' Home Community and Student Population of Respondents' High School

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
HOME COMMUNITY						
Farm/Ranch	50	29.59	8	50.00	24	22.22
<1000	22	13.02	0	0.00	0	0.00
1000-4900	29	17.16	3	18.75	11	10.19
5000-9999	14	8.28	1	6.25	4	3.70
10000-25000	23	13.61	1	6.25	25	23.15
>25000	29	17.16	2	12.50	43	39.82
No Response	2	1.18	1	6.25	1	.92
HIGH SCHOOL						
50 or Less	9	5.33	1	6.25	3	2.78
51-250	67	39.65	8	50.00	12	11.11
251-500	37	21.89	5	31.25	34	31.48
>500	53	31.36	1	6.25	58	53.70
No Response	3	1.77	1	6.25	1	.93

The number of staff and administrators from the schools surveyed is shown in Table 4. It can be noted that 66% of the teachers and 63% of the administrators responding function in a school having fewer than 15 teachers. No administrator responding is responsible for a school with more than 25 teachers on staff; 68.7% of them are the only administrator on staff and 50% report two special support staff available. By urban standards the respondents all function in small school settings.

Table 3 Type and Number of Schools Surveyed

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
TYPE OF SCHOOLS				
Elementary	69	40.83	7	43.75
Middle School	27	15.98	2	12.50
Junior High	5	2.96	0	0.00
High School	68	40.23	3	18.75
Elementary + Mid	0	0.00	1	6.25
Elementary + Jr Hi	0	0.00	1	6.25
Junior Hi + High	0	0.00	2	12.50
NUMBER OF SCHOOLS IN DISTRICT				
3 or Less	61	36.09	4	25.00
4	48	28.40	7	43.75
5	34	20.12	3	18.75
6	26	15.39	2	12.50

The student population of those school districts surveyed as well as the student population of the individual schools surveyed is shown in

Table 4 Number of Professional Staff in the Schools Surveyed

	TEACHER, N=169 Frequency	%	ADMINISTRATOR, N=16 Frequency	%
FULL-TIME TEACHERS				
<15	111	65.68	10	62.50
16-20	29	17.16	4	25.00
21-25	16	9.47	2	12.50
26-30	4	2.37	0	0.00
31+	2	1.18	0	0.00
No Response	7	4.14	0	0.00
PART-TIME TEACHERS				
1	28	16.57	2	12.50
2	19	11.24	6	37.50
3	18	10.65	4	25.00
4	8	4.73	0	0.00
5	4	2.37	0	0.00
No Response	92	54.44	4	25.00
ADMINISTRATORS				
1	85	50.30	11	68.75
2	32	18.94	2	12.50
3	16	9.47	0	0.00
4+	4	2.36	0	0.00
No Response	32	18.93	3	18.75
SPECIAL SUPPORT STAFF				
None	4	2.38	2	12.50
1	12	7.10	0	0.00
2	42	24.85	8	50.00
3	26	15.39	1	6.25
4	15	8.88	2	12.50
5	11	6.51	1	6.25
6+	14	8.28	2	12.50

Table 5. The largest group of teachers (37.3%) and administrators (62.5%) surveyed are employed in a school district with an enrollment of 501-1000 students, which by urban standards would be considered small. The majority of the teachers (43.8%) in this study function in a school setting with a student population of between 101-200 students; 43.8% of the administrators are in charge of schools with between 201-300 students. These small student populations may account for the reason that the majority of the respondents (73.9% of teachers, 62.5% of administrators) state that there is a close student/teacher relationship in the schools in which they function.

The length of the school day in hours is represented in Table 6. The time in hours that teachers and administrators teach and the time in hours that student teachers expect to teach each day are included in Table 6. The student teachers indicate realistic expectations in that the majority of them (61.1%) expect to teach six or seven hours a day, which parallels the data obtained from the inservice teachers regarding this subject. The number of students taught each day is recorded in Table 7. The data in this table indicate that the largest group of the elementary teachers (27.2%) teach 15-25 students per day and the largest group of the secondary teachers (26%) teach 100 or less students per day.

Time for planning is always needed by teachers. The literature indicates that rural teachers have more preparations to make due to their varied teaching load, so planning time is especially necessary for them. The information in Table 8 shows that 43.2% of those teachers

Table 5 Student Population

	TEACHER, N=169 Frequency	%	ADMINISTRATOR, N=16 Frequency	%
STUDENT POPULATION OF THE SCHOOL DISTRICTS SURVEYED				
<500	34	20.12	3	18.75
501-1000	63	37.28	10	62.50
1001-1500	19	11.24	1	6.25
1501-2000	21	12.43	2	12.50
2001-3000	13	7.69	0	0.00
3001-5000	14	8.28	0	0.00
>5000	4	2.37	0	0.00
No Response	1	.59	0	0.00
STUDENT POPULATION IN THE SCHOOLS SURVEYED				
<100	22	13.02	1	6.25
101-200	74	43.79	6	37.50
201-300	62	36.68	7	43.75
301-400	10	5.92	1	6.25
401-500	0	0.00	1	6.25
501-1000	1	.59	0	0.00

responding have less than one hour per day during school hours for planning and 12.4% of the teachers indicate that they have no time during the school day for planning. The majority of the students (52%) expect that they will have one hour per day for planning and a significant number (30%) expect that they will have two hours for planning. There is a slight incongruency between student teachers' expectations on this matter and the realities faced by the inservice rural teachers surveyed.

The time spent performing extracurricular activities and

Table 6 Hours Taught Each Day--Teachers and Administrators
Expected Hours To Be Taught--Students

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
2	0	0.00	1	6.25	0	0.00
3	0	0.00	2	12.50	0	0.00
4	13	7.69	0	0.00	0	0.00
5	63	37.28	1	6.25	9	8.33
6	72	42.61	1	6.25	36	33.33
7	13	7.69	0	0.00	30	27.78
8	2	1.18	0	0.00	18	16.67
9	0	0.00	0	0.00	11	10.10
10	0	0.00	0	0.00	4	3.70
Admin Only	0	0.00	10	62.50	0	0.00
No Response	6	3.55	1	6.25	0	0.00

supervision is of concern to teachers. The data in Table 9 indicate that 20.1% of the teachers responding have over 7 hours per week of nonteaching duties and 21.3% have 5 hours per week of nonteaching duties; these data, taken on an average, indicate that many rural educators are on duty for at least an hour each school day. The majority of the student teachers (49%) expect that they will be on duty one hour per week, which indicates that there is a slight misconception about the reality of this point. The information in Table 10 shows the time spent by administrators performing their administrative duties. A large percentage of administrators (56.3%) say that they are involved in administrative duties from five to seven hours per day. This is probably reflective of the number of administrators (62.5%, Table 6) who indicate that they are administrators only.

The literature indicates that many teacher training institutions do not adequately prepare students to teach in multigrade classrooms. Some writers suggest that this may be an important factor in the rural teacher retention problem. The literature states that multigrade classrooms are common in rural areas. The information in Table 11 indicates that 43.8% of the teachers responding and 31.3% of the administrators responding either teach in a multigrade situation or have multigrade situations in their school.

The educators surveyed tend to agree with the literature regarding the fact that the students they teach share a similar socioeconomic background with one another as well as a similar ethnolinguistic background (see Table 12). This needs some clarification. The respondents are not saying that all rural students

Table 7 Students Taught Each Day by the Respondents

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
ELEMENTARY				
<15	13	7.69	1	6.25
15-20	23	13.61	1	6.25
21-25	23	13.61	0	0.00
26-30	9	5.33	0	0.00
31+	12	7.10	3	18.75
SECONDARY				
100 or Less	45	26.63	0	0.00
101-140	31	18.34	0	0.00
141+	9	5.33	0	0.00
No Response	4	2.37	1	6.25

across America come from similar backgrounds, but that those in a particular geographical area tend to have a similar background. For example, rural students in a fishing community in Maine probably will have a different background from those students from a rural mining community in Idaho, but the students who come from each respective community will tend to have similar backgrounds.

Table 8 Hours For Planning Each Day--Teachers and Administrators
Hours Expected For Planning Each Day--Students

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
HOURS DEVOTED TO PLANNING EACH DAY						
None	21	12.43	4	25.00	4	3.71
-1	73	43.20	0	0.00	6	5.56
1	61	36.10	4	25.00	56	51.85
2	3	1.77	3	18.75	32	29.63
3	0	0.00	0	0.00	7	6.48
6	0	0.00	0	0.00	1	.92
7	0	0.00	1	6.25	0	0.00
Varies	11	6.50	4	25.00	2	1.85
LENGTH OF SCHOOL DAY IN HOURS						
5	4	2.37	1	9.25	(a)	0.00
6	33	19.53	4	25.00	0	0.00
7	69	40.83	5	31.25	0	0.00
8	49	28.99	3	18.75	0	0.00
9	11	6.51	1	6.25	0	0.00
10	0	0.00	1	6.25	0	0.00
No Response	3	1.77	1	6.25	0	0.00

(a) Not applicable for the student teachers

Table 9 Hours of Supervision or Extracurricular Duties Per Week--Teachers and Administrators Hours Expected of Supervision or Extracurricular Duties Per Week--Students

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
None	10	5.92	4	25.00	0	0.00
-1	8	4.73	0	0.00	8	7.41
1	23	13.61	0	0.00	53	49.07
2	30	17.75	2	12.50	22	20.37
3	9	5.33	2	12.50	9	8.33
4	4	2.37	0	0.00	3	2.78
5	36	21.30	0	0.00	1	.93
6	2	1.18	2	12.50	0	0.00
7 +	34	20.12	3	18.75	0	0.00
No Response	13	7.69	3	18.75	12	11.11

Table 10 Number of Hours Devoted to Administrative Duties Per Day

	Frequency, N=16	%
None	2	12.50
1	2	12.50
2	1	6.25
4	1	6.25
5	2	12.50
6	2	12.50
7	3	18.75
7+	2	12.50
No Response	1	6.25

Table 11 Rural Schools Reporting Multigrade Situations

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
Yes	74	43.79	5	31.25
No	94	55.62	11	68.75
No Response	1	.59	0	0.00

Table 12 Students' Background As Reported by the Respondents

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
SOCIOECONOMIC BACKGROUND						
Similar	129	76.33	13	81.25	56	51.85
Not Similar	39	23.08	2	12.50	51	47.22
No Response	1	.59	1	6.25	1	.93
ETHNOLINGUISTIC BACKGROUND						
Similar	119	70.41	12	75.00	63	58.33
Not Similar	50	29.59	3	18.75	44	40.74
No Response	0	0.00	1	6.25	1	.93

Description of Professional Data of the Respondents Surveyed

According to the information in Table 13, the majority of teachers and administrators surveyed completed university training; 53.8% of the teachers have at least the bachelors degree; 36.1% of the teachers and 81.3% of the administrators have at least the master's

degree. This represents many hours of university training and indicates an investment in education by those involved in rural areas of New Mexico. The literature mentions that rural school systems, in general, have problems acquiring certified staff. The information shown in Table 14 indicates that 98.2% of the teachers surveyed are certified to teach in New Mexico and 75% of the administrators surveyed have administrative training. The majority of the telephone respondents (60%) suggest that the multiple endorsements required of rural teachers is a certification problem that is peculiar to the rural situation and 30% of these respondents suggest that the 'generalist vs specialist' situation is difficult for rural educators. One of these respondents (10%) suggests that there should be no difference between certification among rural and urban teachers.

Table 13 Type of University Degrees Held by Respondents

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
Bachelors only	91	53.85	0	0.00
Master's	61	36.09	13	81.25
Master's +	11	6.51	0	0.00
Master's + Admin	0	0.00	2	12.50
Ed Specialist	0	0.00	1	6.25
Doctoral	1	.59	0	0.00
No Response	5	2.96	0	0.00

Table 14 Certification Status of Respondents

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
Certified	166	98.23	12	75.00
Not Certified	3	1.77	3	18.75
No Response	0	0.00	1	6.25

Many writers suggest that teachers trained in urban areas have difficulty in adjusting to the rural educational environment. The survey results in Table 15 show the number of respondents who did their student teaching in a rural situation and it can be noted that 31.4% of the teachers, 25% of the administrators and 24.1% of the student teachers did their student teaching in a rural setting.

Table 15 Location of Student Teaching

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
Rural	53	31.36	4	25.00	29	24.07
Some Rural	12	7.10	1	6.25	3	2.77
None Rural	104	61.54	11	68.75	76	70.37

The total years of teaching experience that the teachers and administrators have, as well as the years of teaching experience gained in the school where they are presently employed, is shown in Table 16. The largest group of teachers (33.1%) is in the 6 to 10 years of

experience range, while the largest group of teachers (47.9%) give the years of experience gained, at their present school, as five years or less. The years of teaching experience in an urban area, if any, is also shown in Table 16. It should be noted that 62.7% of those teachers responding have no teaching experience (other than their student teaching) in an urban area. The information shown in Table 17 indicates that the majority of administrators surveyed (56%) have five or less years of administrative experience in a rural area and 75% of them have five or less years of administrative experience in an urban area.

The teaching fields and any specialty areas of the teachers, administrators and student teachers surveyed are shown in Table 18. It can be seen that the single largest group of the teachers surveyed (20.1%) indicate that their teaching field is elementary education. The majority of the administrators responded by indicating that they have varied teaching fields. Subjects taught by the respondents as well as the number of respondents teaching in their major teaching field are shown in Table 19. The data indicate that the largest group (53.2%) teach varied subjects with the next two largest groups (11.2% each) teaching Reading and Mathematics/Science. The majority of the teachers responding (78.7%) indicate that they are teaching, at least part of the day, in their major teaching area.

The literature mentions that teacher training institutions do not seem to be sensitive to the needs of rural educators. In other words, the training given tends to reflect an urban flavor. In Table 20 the results are tabulated indicating the responses from all three groups, teachers, administrators and students, as to whether the teacher

training they received prepared them to teach in a rural school. Teachers (54%) and administrators (63%), in this study feel that their teacher training was adequate for preparing them to teach in a rural school. The results in Table 20 and Table 21 indicate that the majority of student teachers feel that their teacher training prepared them adequately to teach in a rural school as well as in an urban school. The majority of the telephone interview respondents (60%) feel that the teacher education institutions do not prepare student teachers for teaching in a rural school as well as they prepare students for teaching in urban areas. Two of these respondents (20%) feel the student teachers are prepared equally well for both teaching situations. One of these respondents feels that neither group of student teachers are well prepared for the realities of teaching. The telephone interview respondents mention the following areas that seem to be lacking in student teacher training: the generalist vs specialist dichotomy, classroom management techniques, organization and study habits, patience and tolerance.

Administrators were asked if they sensed a bias of any kind in the administrative training they received as provided by the colleges and universities that they attended. Information in Table 22 shows that 56% of the administrators feel that there was a bias in the administrative training provided by the university which they attended. The administrators' perceptions, of how well their educational administrative training reflects the reality of the rural situation as they now experience it, indicate that 43.8% of the respondents feel that their administrative training does not reflect the realities of the

Table 16 Years of Teaching Experience Held by Respondents

	TEACHER, N=169 Frequency	%	ADMINISTRATOR, N=16 Frequency	%
TOTAL TEACHING EXPERIENCE				
5 or Less	38	22.49	4	25.00
6-10	56	33.14	2	12.50
11-15	41	24.26	4	25.00
16-20	14	8.28	3	18.75
21-25	9	5.32	1	6.25
26-30	6	3.55	1	6.25
31+	5	2.96	1	6.25
TEACHING EXPERIENCE AT PRESENT SCHOOL				
5 or Less	81	47.93	6	37.50
6-10	49	28.99	4	25.00
11-15	25	14.79	3	18.75
16-20	7	4.14	1	6.25
21-25	4	2.37	1	6.25
26-30	3	1.78	0	0.00
31+	0	0.00	1	6.25
TEACHING EXPERIENCE IN URBAN AREA				
None	106	62.72	8	50.00
5 or Less	42	24.86	7	43.75
6-10	10	5.92	0	0.00
11-15	6	3.55	0	0.00
16-20	1	.59	0	0.00
21-25	0	0.00	0	0.00
26-30	2	1.18	0	0.00
31+	0	0.00	1	6.25
No Response	2	1.18	0	0.00

rural situation. The telephone interview respondents indicate that the following could help rural school administrators in staff development: workshops, needs assessments, the fostering of communication and dialogue between educators, offerings of short courses in rural areas (for certification purposes) and provision of follow-up on staff development.

Table 17 Years of Rural Administration Experience

	Frequency, N=16	%
TOTAL EXPERIENCE		
5 Years or Less	9	56.25
6-10	2	12.50
11-15	0	0.00
16-20	1	6.25
21-25	1	6.25
26-30	2	12.50
No Response	1	6.25
TOTAL EXPERIENCE IN URBAN AREA		
5 or Less Years	12	75.00
6-10	3	18.75
No Response	1	6.25

Table 18 Teaching Fields Indicated by Respondents

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
TEACHING FIELD						
Elementary	34	20.12	5	31.25	44	40.74
Read/LA	27	15.98	0	0.00	3	2.78
Vocational	15	8.88	0	0.00	0	0.00
Math/Science	19	11.24	1	6.25	10	9.25
Physical Ed	10	5.92	0	0.00	0	0.00
SS/ History	10	5.92	0	0.00	6	5.56
Biling/Lang	11	6.51	0	0.00	0	0.00
SPED/ECED	13	7.69	0	0.00	23	21.30
Varied	20	11.83	8	50.00	0	0.00
No Response	10	5.91	2	12.50	22	20.37
TRAINING IN SPECIALTY AREAS						
None	58	34.32	8	50.00	23	21.30
Guid/Diag.	7	4.14	1	6.25	3	2.78
Reading	11	6.51	2	12.50	48	44.44
Art/Music	4	2.37	0	0.00	0	0.00
SPED/ECED	15	8.88	1	6.25	2	1.85
Bilingual	19	11.24	0	0.00	1	.93
Library	4	2.37	0	0.00	0	0.00
Admin	0	0.00	3	18.75	0	0.00
Varied	17	10.06	1	6.25	26	24.97
No Response	34	20.11	0	0.00	5	4.63

Table 19 Subjects Respondents Teach This School Year

	Frequency, N=169	%
SUBJECTS TAUGHT THIS SCHOOL YEAR		
Reading	19	11.24
Vocational	9	5.33
Math/Science	19	11.24
Counseling	4	2.37
SS/History	7	4.14
PE/Health	5	2.96
SPED	9	5.33
Other	7	4.14
Varied	90	53.25
TEACHING IN MAJOR AREA		
Yes	133	78.70
No	32	18.93
No Response	4	2.37

Table 20 Teacher Training Adequate for Teaching in a Rural School

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
Adequate	92	54.43	10	62.50	69	63.89
Not Adequate	72	42.61	5	31.25	38	35.19
No Response	5	2.96	1	6.25	1	.92

Table 21 Students' Teacher Training Adequate for Teaching in Urban Schools

	Frequency, N=108	%
Adequate	83	76.85
Not Adequate	23	21.30
No Response	2	1.85

Table 22 Administrative Preparation

	Frequency, N=16	%
AT UNIVERSITIES		
Bias Shown	9	56.25
No Bias Shown	6	37.50
No Response	1	6.25
REFLECTS REALITIES OF RURAL SITUATION		
Reflects Reality	6	37.50
Does Not Reflect Reality	7	43.75
No Response	3	18.75

Networking and support systems for rural teachers and rural administrators are often lacking. The survey instruments contained questions regarding two networking systems available for rural educators in New Mexico. The teachers (88.8%), administrators (56.3%) and students (88%) generally seem unaware of the existence of the New Mexico Center for Rural Education (see Table 23). The Educational

Resources Information Center (ERIC) fared somewhat better with 46.2% of the teachers, 37.5% of the administrators and 73.1% of the students saying that they were familiar with it (see Table 23). The telephone interview respondents suggest that the following groups and organizations can provide specific information for New Mexico rural educators: Educational Resources Information Center (ERIC), New Mexico Center for Rural Education, Northern New Mexico Consortium, Association for Supervision and Curriculum Development (ASCD), Southwestern New Mexico Superintendents Group, and the Professional Standards Commission (Small Schools Task Force).

Table 23 Respondents Familiar With Networking And Support Systems For Rural Educators

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
CENTER FOR RURAL EDUCATION						
Yes	19	11.24	6	37.50	11	10.19
No	150	88.76	9	56.25	95	87.96
No Response	0	0.00	1	6.25	2	1.85
EDUCATION RESOURCES INFORMATION CENTER (ERIC)						
Yes	78	46.15	6	37.50	79	73.14
No	91	53.85	9	56.25	29	26.85
No Response	0	0.00	1	6.25	0	0.00

The issue of staying current professionally in one's teaching field concerns educators everywhere. The literature suggests that rural

educators feel vulnerable to the problem of staying current in their subject field. The survey questioned the respondents with regard to the number of those who subscribe to professional journals and subject matter periodicals; the information in Table 24 records the results from that question. It can be seen that the majority of all respondents subscribe to, or have access to, professional literature. On some of the surveys the respondents mention that their school libraries subscribe to various journals and magazines and made them available for the use of the staff. The student teachers were asked how they intend to stay up-to-date in their profession. It can be noted that the majority of the student teachers are aware of the need for professional development and have plans to stay current through a variety of methods. Only a small percentage of the students perceive inservice and workshops as an important method of staying current. A larger number of the students see taking university courses and reading professional journals as the primary methods they will use to keep current (see Table 25).

All three groups surveyed were asked their perceptions on whether they sense any bias in commercially prepared curriculum materials and standardized tests (see Table 26). It can be noted that all groups surveyed feel that there is some bias presented. Of the teachers and administrators, 56% feel there is a bias present in commercially prepared curriculum materials; 61% of the student teachers express this same concern. Regarding standardized tests, roughly 68% of teachers and administrators, and 77% of student teachers perceive a bias. Half (50%) of the telephone interview respondents indicate either that they definitely do not feel there is any bias, or that they are at least not

aware of any bias, in commercially prepared curriculum materials. Three of these respondents (30%) indicate that they do perceive a bias in commercially prepared materials; 20% of these respondents have no opinion on this question.

Table 24 Respondents Subscribing to Journals

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
IN SUBJECT AREA				
Yes	116	68.64	12	75.00
No	53	31.36	3	18.75
No Response	0	0.00	1	6.25
PROFESSIONAL JOURNALS				
Yes	89	52.66	13	81.25
No	79	46.75	2	12.50
No Response	1	.59	1	6.25

Table 25 How Students Intend to Stay Up-To-Date

	Frequency, N=108	%
IN SUBJECT AREA		
Take Courses	62	57.41
Inservice/Workshops	24	22.22
Journals, Periodicals, Magazines	75	69.44
Other	15	13.89
IN PROFESSIONAL EDUCATION		
Take Courses	59	54.63
Inservice/Workshops	35	32.41
Journals, Periodicals, Magazines	49	45.37
Other	23	21.30

Table 26 Sense Any Bias

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
IN CURRICULUM MATERIALS						
Yes	95	56.21	9	56.25	66	61.11
No	72	42.61	6	37.50	41	37.96
No Response	2	1.18	1	6.25	1	.93
IN STANDARDIZED TESTS						
Yes	114	67.46	11	68.75	84	77.78
No	53	31.36	4	25.00	22	20.37
No Response	2	1.18	1	6.25	2	1.85

General Information

Teachers were asked if they had substituted for a colleague during the school year (see Table 27). Substituting for a colleague, if frequent, can encroach upon the preparation time necessary for lesson planning. At the time the questionnaires were returned (October and November, 1985), 68.6% of the respondents had not substituted for a colleague in that particular semester.

Table 27 Frequency of Substituting for a Colleague This School Year

	Frequency, N=108	%
None	116	68.64
1	22	13.02
2	15	8.88
3	5	2.96
4	2	1.18
5	1	.59
Unspecified	6	3.55
No Response	2	1.18

Teachers and administrators were asked if they see themselves working in a rural school in five years (see Table 28). Several respondents wrote, in the margin of the survey, that they intend to retire in the next five years. This question was an attempt to ascertain the respondents' willingness to continue teaching in rural schools at their present location; 62.7% of the teachers and 56% of the

administrators indicate that they intend to continue teaching in a rural school.

Table 28 Teaching Personnel That Expect to be Teaching in a Rural School in Five Years

	TEACHER, N=169		ADMINISTRATOR, N=16	
	Frequency	%	Frequency	%
Yes	106	62.72	9	56.25
No	60	35.50	5	31.25
No Response	3	1.78	2	12.50

The question was asked as to whether or not teachers were teaching in their home town and student teachers were asked whether or not they would be willing to teach in their home town. The majority of the teachers (75.7%) indicate that they are not teaching in their home town; the students (62.9%) indicate that they are willing to teach in their home town. Even though 83.3% of the students indicate that they are willing to teach in a town similar in size to their home town, this does not really endorse the idea that the students are willing to teach in a rural school (see Table 29). Roughly 40% of the students surveyed come from towns with populations of over 25,000 (see Table 2), which for the purposes of this study could not be considered rural.

Administrators were asked whether or not they have problems finding qualified teaching staff for their schools. The literature states that finding qualified staff for rural areas is a major problem for rural

school districts. It should be noted that 50% of the respondents say they experience difficulty acquiring and retaining certified staff and another 6.3% say that they experience difficulty only in some subject areas. Table 30 indicates the results from that question. A majority of the telephone respondents (60%) indicate that they are aware that there seems to be difficulty in acquiring and retaining certified staff for rural schools in New Mexico.

Table 29 Respondents Teaching in Home Town

	TEACHER, N=169		STUDENT, N=108	
	Frequency	%	Frequency	%
RESPONDENTS TEACHING IN HOME TOWN				
Yes	41	24.26	68	62.96(a)
No	128	75.74	38	35.19
No Response	0	0.00	2	1.85
TEACH IN TOWN SAME SIZE AS HOME TOWN				
Yes	(b)0	0.00	90	83.33
No	0	0.00	17	16.74
No Response	0	0.00	1	.93

(a) Students willing to teach in home town
(b) Not applicable to teachers

Table 30 Difficulty In Finding Qualified Teaching Staff

	Frequency, N=16	%
Yes	8	50.00
In Some Fields	1	6.25
No	6	37.50
No Response	1	6.25

The students were asked what 'rural' means to them. The information in Table 31 shows that 86.1% of the respondents think of small towns or farms and isolation when they think of rural; 5.6% mention that they would expect to find lack of facilities and teaching materials evident in a rural school.

Table 31 What Students Perceive Rural to Be

	Frequency, N=108	%
Small Town, Farm, Isolation	93	86.11
Poor Pay	2	1.85
Lack of Facilities and Materials	6	5.56
Community Problems, Privacy	3	2.78
Other	16	14.82

Each of the questionnaires had space for the respondents to write their perceptions of the disadvantages of teaching in a rural school. The literature describes many of the same disadvantages as are listed by

the respondents in this study. In Table 32 the "poor organizational structures" category refers to community politics in a small town and the difficulty of providing an organized set of policies for all contingencies. Many rural school administrators suggest that obtaining and retaining qualified teaching staff for their schools is difficult yet very few teachers perceive this to be a problem. Administrators (56.3%, Table 30) state that they have difficulty getting certified staff either generally or in specific teaching areas. Curriculum deficiencies, curriculum materials and lack of field trips are mentioned by many respondents to be a problem in the rural education system. A majority of the telephone interview respondents (70%) state that curriculum deficiencies are the major problem of rural schools. This is consistent with the literature on rural schools. The administrators, as a group (37.5%), seem most concerned about long hours and the number of different tasks and responsibilities required of them. A considerable number of respondents mention numerous items, of a personal nature, that do not fall into any of the other categories--these are all included in the last category of the table (under Other). All of these disadvantages are tabulated in Table 32.

Respondents were asked their perceptions of the advantages of teaching in a rural school. The salient responses are as follows: the close-knit educational organization, the close student/teacher relationship, community involvement and the good classroom environment. Teachers and administrators feel that there are fewer discipline problems and those that are experienced tend to be of a minor nature. Half of the telephone interview respondents (50%) suggest that

community support/involvement in the schools and the close student/teacher relationship are the significant strengths of the rural school system. These responses are similar to those mentioned in the literature. The information in Table 33 shows a category at the end (under Other) for those responses that would not fit into any other category. The results are tabulated in Table 33.

Table 32 Disadvantages of Teaching in a Rural School

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
Poor organizational structures	17	10.06	4	25.00	24	22.22
Obtaining/retaining qualified staff	4	2.37	0	0.00	1	.93
Poor facilities and equipment	45	26.63	5	31.25	36	33.33
Curriculum deficiencies	60	35.50	5	31.25	10	9.26
Financial problems	33	19.53	4	25.00	14	12.96
Transportation problems	15	8.88	3	18.75	0	0.00
Poor Wages	16	9.47	0	0.00	0	0.00
Chances for professional growth	25	14.79	1	6.25	0	0.00
Recreation/cultural deficiencies	37	21.89	0	0.00	0	0.00
Isolation from city/lack of privacy	34	20.11	0	0.00	0	0.00
Long hours	0	0.00	6	37.50	0	0.00
Other	74	43.79	3	18.75	47	43.52

Table 33 Advantages of Teaching in a Rural School

	TEACHER, N=169		ADMINISTRATOR, N=16		STUDENT, N=108	
	Frequency	%	Frequency	%	Frequency	%
Homogeneous classes	2	1.18	0	0.00	1	.93
Close-knit educational organization	35	20.71	5	31.25	9	8.33
Close student/teacher relationship	125	73.96	10	62.50	57	52.78
Community involvement	77	45.56	8	50.00	45	41.67
Good classroom environment	24	14.20	1	6.25	22	20.37
Fewer/less severe discipline problems	45	26.63	6	37.50	0	0.00
Living in the country	22	13.02	0	0.00	0	0.00
Cheaper to live	2	1.18	0	0.00	0	0.00
Other	43	25.44	5	31.25	33	30.56

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter five includes the salient points of the previous chapters of this study, and provides some final conclusions and recommendations relevant to the study's findings.

Summary

Providing rural educators with the relevant teacher training that they require is a problem that is receiving more attention. Basic demographic data concerning the rural population of America show that many Americans live in the rural areas of the country and that the vast majority of the school districts are rural. The rural school population is fairly substantial with about thirty percent of all of the youths in school in rural schools. Rural education has not been studied closely by researchers and because of this, the rural school system has had to fit into the "one best system"--namely the urban model. The objectives, to ascertain the availability of certified teaching personnel for rural areas of New Mexico and to see if the teaching personnel tends to be transient, were two of the major goals of this study. The issue of determining if certification requirements tend to be restrictive or unsuitable for rural educators was also addressed.

In the literature review writings related to the rural education situation were listed and collected. It was found that there have been strengths and weaknesses identified, on a nation-wide basis, for the

rural education system in general, but very little data were found concerning the rural situation and teacher training as it pertains to New Mexico.

Generally speaking, the literature seems to suggest that rural social services, including schools, seem to be lacking in some cases through improper funding and in other cases due to the scarcity of qualified personnel. Several writers quoted suggest that the whole question of consolidation of school districts and schools needs further study as the rewards may not be those anticipated by school consolidation proponents.

Teacher training for prospective rural teachers is mentioned in the literature and one of the conclusions stated is that any teacher training program that does not help teachers to enhance the close relationship between the community and school will ultimately lead to teachers moving from the rural communities--this is more of a sociological phenomenon than an educational one but nevertheless an important fact. The multigrade teaching situation is also mentioned in the literature as a most important fact of rural teaching.

The main data-gathering method of this study was to use mail questionnaires for the rural teachers and administrators and to use an opinionnaire for the student teachers at New Mexico State University. The purpose of this study was to gather data and to provide a baseline for further study and comparison of rural educators in New Mexico. The survey instruments were designed after the Dillman Total Design Method. The questionnaires were printed professionally by the duplicating plant on campus at New Mexico State University and then they were mailed to the schools after permission was granted by the

administration of the school districts involved. The opinionnaires were mimeographed by the staff at the College of Education at New Mexico State University and the student teachers in both the elementary and secondary student teaching block were asked to complete them in the last week of their practicum.

The return from the rural teacher questionnaire was 53.1% and the return from the rural administrator questionnaire was 69.8%. There were 108 student teacher questionnaires completed. In all, 283 survey instruments were coded on opti-scan sheets and tabulated by the main frame computer on campus at New Mexico State University.

The data were tabulated in four main categories: a general description of the populations surveyed, a description of the schools surveyed, a description of the professional data of the respondents and a final general section for other information gathered. Most of the data were tabulated in three-part tables so that the teachers, administrators and the student teacher results could be compared. Each table lists the groups surveyed, as well as the frequency and percentage of the total responses. Because many of the questions were of a forced-choice type, there were, as might be expected, respondents that chose not to answer certain questions--these appear in the no-response category.

Conclusions

The following conclusions represent the research done using the data as supplied by the rural educators involved:

1. The rural schools surveyed have for the most part a certified teaching staff as 98.2% of the teachers are certified and 75% of the

administrators have administrator certificates. Difficulty in finding certified staff for their schools is mentioned by 50% of the administrators responding; another 6.3% mention that difficulty is experienced in some subject areas.

2. Rural educators surveyed do not tend to be transient. Of the educators surveyed, 57.4% indicate that they have between 6 and 15 years of teaching experience, yet 43.8% indicate that they have between 6 and 15 years of teaching experience at the school were they are currently teaching. The teachers (62.7%) indicate that they intend to be teaching in a rural school in five years; this seems to indicate satisfaction in their educational setting.

3. The certification requirements do not seem to be adversely affecting the rural educators surveyed as 78.7% of the respondents indicate that they are teaching in their major teaching field.

4. Some rural educators surveyed do have to cope with a multigrade classroom as 43.8% of the respondents say that they are teaching in such a classroom this school year.

5. The majority of the rural educators (54.4%) surveyed feel that their teacher training prepared them adequately for teaching in a rural school. While this majority is significant, a sizable number of the respondents (42.6%) felt that their teacher training had not adequately prepared them for teaching in a rural school.

6. Formula funding in New Mexico tends to help alleviate the funding disparities between rural school districts. This may account for a very small number (9.5%) of teachers in this survey suggesting that poor wages are a disadvantage of teaching in a rural area.

Recommendations

1. Further study needs to be done in the area of biases in curriculum materials and standardized tests available for use in the rural educational system. Many of the respondents feel that there are some biases evident in the materials available for their use (Table 45 and Table 46).

2. The networking systems that can aid rural educators need to be brought to the attention of those that can benefit from them. The majority of the teachers and administrators are not familiar with either ERIC or the New Mexico Center for Rural Education. The only group, in which the majority are familiar with the ERIC system, is the student teacher group.

3. Further study needs to be done on the realities of the rural administration experience, as 43.8% of the administrators surveyed suggest that their administrative training at the university level does not reflect the realities of the rural situation. Also, 56.3% of the administrators suggest that there is a bias in the administrative preparation provided at the university level.

4. Study needs to be done to see how teacher training institutions can better prepare trainees for teaching in multigrade classrooms.

5. Student teachers who intend to teach in rural areas need to be advised that multiple endorsements for certification purposes, especially at the secondary level, are almost mandatory.

6. This study should be replicated in both rural and urban settings across the United States to determine similarities and differences which may exist nationally.

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Appendix A

The Teacher Questionnaire

TEACHER QUESTIONNAIRE Page 1

1. What is the student enrollment in the school building where you are currently teaching?

1 UNDER 100
2 101-200
3 201-300
4 301-400
5 401-500
6 501-1000
7 OVER 1000

2. How many schools in your district? _____

3. Circle the type of school that you teach in.

1 ELEMENTARY
2 MIDDLE SCHOOL
3 JUNIOR HIGH
4 HIGH SCHOOL

4. Do you have to teach in a multigrade situation (e.g., grade 5-6 class)?

1 YES
2 NO

5. If your school is departmentalized, list the subjects you are currently teaching.

_____

6. Please list the number of staff in your school.

_____ Full-time teachers

_____ Part-time teachers

_____ Administrators

_____ Special Support Staff

7. Please list the degree(s)that you hold.

_____

8. How many years of teaching experience do you have (include this year) ?

9. How many years of experience do you have at this school(include this year)?

10. Have you ever taught in an urban area?

1 YES
2 NO

If YES, how many years? _____

11. What is the approximate population of your school district?

1 UNDER 500
2 501-1000
3 1001-1500
4 1501-2000
5 2001-3000
6 3001-5000
7 OVER 5000

12. Did you do your student teaching in a rural school?

1 YES, ALL OF IT
2 YES, SOME OF IT
3 NONE OF IT

13. What is the teaching field in which you have the greatest amount of preparation?

_____

14. Are you currently teaching in an area that you originally trained for?(first or second teaching field)

1 YES
2 NO

15. Do you have any training in specialty areas?

1 YES
2 NO

If YES, what areas?

16. Do you feel that your teacher training prepared you adequately for teaching in a rural school?

1 YES
2 NO

17. How long is your school day? _____ hours

18. How many hours do you teach each day? _____ hours

19. What length of time do you have available at school for lesson planning each day?

20. How many students do you teach each day? _____

21. How many hours a week do you participate in extracurricular duties/supervision?

22. Have you had to substitute teach for a colleague this school year?

1 YES
2 NO

If YES, how many times? _____

23. Do you feel that the students you teach come from a similar socioeconomic background?

1 YES
2 NO

24. Do you feel that the students you teach come from a similar ethnolinguistic background?

1 YES
2 NO

25. Are you familiar with the New Mexico Center for Rural Education?

1 YES
2 NO

26. Are you familiar with the Educational Resources Information Center (ERIC)?

1 YES
2 NO

27. Do you subscribe to any journals in your subject area(s)?

1 YES
2 NO

28. Do you subscribe to any other professional Education journals?

1 YES
2 NO

29. Do you sense a bias (cultural, urban, etc.) to commercially prepared curriculum materials?

1 YES
2 NO

30. Do you sense a bias (cultural, urban, etc.) to standardized tests provided for your students?

1 YES
2 NO

31. Which of the following best describes the type of community in which you grew up?

1 FARM OR RANCH
2 UNDER 1000 POPULATION
3 POPULATION 1000-4999
4 POPULATION 5000-9999
5 POPULATION 10,000-25,000
6 POPULATION OVER 25,000

32. Approximately how many students attended the high school (grades 9-12) from which you originally graduated?

1 50 OR UNDER
2 51-250
3 251-500
4 OVER 500

33. Are you teaching in your home town?

1 YES
2 NO

34. Are you currently certified in New Mexico?

1 YES
2 NO

If NOT, on which type of certificate are you teaching?

35. Please indicate your age.

1 UNDER 25
2 26-35
3 36-45
4 46-55
5 56 OR OVER

36. Please indicate your sex.

1 MALE
2 FEMALE

37. Please indicate your marital status.

1 SINGLE
2 MARRIED
3 OTHER

If MARRIED, does your spouse teach?

1 YES
2 NO

38. In five years do you see yourself teaching in a rural school?

1 YES
2 NO

39. What are the advantages of teaching in a rural school?

40. What are the disadvantages of teaching in a rural school?

Appendix B

The Administrator Questionnaire

ADMINISTRATOR QUESTIONNAIRE Page 1

1. What is the student enrollment in the school that you administer?

1 UNDER 100
2 101-200
3 201-300
4 301-400
5 401-500
6 501-1000
7 OVER 1000

2. How many schools in your district? _____

3. Circle each type of school that you are administering.

1 ELEMENTARY
2 MIDDLE SCHOOL
3 JUNIOR HIGH
4 HIGH SCHOOL

4. Do you have multigrade situations in your school (eg., grade 5-6 class)?

1 YES
2 NO

5. Please indicate the number of staff in your school.

_____ Full-time teachers

_____ Part-time teachers

_____ Administrators

_____ Special Support Staff

6. Please list the degree(s) that you hold.

7. How many years of teaching experience do you have (include this year)?

8. How many years of experience do you have at this school (include this year)?

9. How many years of rural administrative experience do you have?

10. Have you ever taught in an urban area?

1 YES
2 NO
If YES, how many years?

ADMINISTRATOR QUESTIONNAIRE Page 2

11. Do you have any administration experience in an urban area?

1 YES
2 NO
If YES, how many years?

12. What is the approximate population of your school district?

1 UNDER 500
2 501-1000
3 1001-1500
4 1501-2000
5 2001-3000
6 3001-5000
7 OVER 5000

13. Did you do your student teaching in a rural school?

1 YES, ALL OF IT
2 YES, SOME OF IT
3 NONE OF IT

14. What is your teaching field(s)?

15. Do you have any training in specialty areas (guidance, special education, etc.)?

1 YES
2 NO
If YES, what areas?

16. Do you feel that your teacher training prepared you adequately for teaching in a rural school?

1 YES
2 NO

17. Did your Educational Administrative training reflect the reality of the rural situation?

1 YES
2 NO

18. How long is your school day? _____ hours

19. How many hours are devoted to administrative duties each day?

20. What length of time do you have available at school for administrative planning each day?

21. How many hours do you teach each day? _____

22. How many students do you teach each day? _____

23. How many hours a week do you participate in extracurricular duties/supervision?

24. Do you have difficulty in finding and retaining certified teaching personnel?

1 YES
2 NO

25. Do you feel that the students in your school come from a similar socioeconomic background?

1 YES
2 NO

26. Do you feel that the students in your school come from a similar ethnolinguistic background?

1 YES
2 NO

27. Are you familiar with the New Mexico Center for Rural Education?

1 YES
2 NO

28. Are you familiar with the Educational Resources Information Center (ERIC)?

1 YES
2 NO

29. Do you subscribe to any journals in your subject area?

1 YES
2 NO

30. Do you subscribe to any professional journals?

1 YES
2 NO

31. Do you sense a bias (cultural, urban, etc.) to commercially prepared curriculum materials?

1 YES
2 NO

32. Do you sense a bias (cultural, urban, etc.) to standardized tests provided for your students?

1 YES
2 NO

33. Do you sense a bias (cultural, urban, etc.) in the administrator preparation programs provided by colleges and universities?

1 YES
2 NO

34. Which of the following best describes the type of community in which you grew up?

1 FARM OR RANCH
2 UNDER 1000 POPULATION
3 POPULATION 1000-4999
4 POPULATION 5000-9999
5 POPULATION 10,000-25,000
6 POPULATION OVER 25,000

35. Approximately how many students attended the high school (grades 9-12) from which you originally graduated?

1 50 OR UNDER
2 51-250
3 251-500
4 OVER 500

36. Are you currently certified as an adminstrator in New Mexico?

1 YES
2 NO

37. Please indicate your age.

1 UNDER 25
2 26-35
3 36-45
4 46-55
5 56 OR OVER

38. Please indicate your sex.

1 MALE
2 FEMALE

39. Please indicate your marital status.

1 SINGLE
2 MARRIED
3 OTHER

If MARRIED, does your spouse teach?

1 YES
2 NO

40. In five years do you see yourself as an administrator in a rural school?

1 YES
2 NO

41. What are the advantages of being an administrator of a rural school?

42. What are the disadvantages of being an administrator of a rural school?

Appendix C

Student Opinionnaire

STUDENT OPINIONNAIRE Page 1

1. What is your teaching field?

2. Did you do your student teaching in a rural school?

   1 YES, ALL OF IT
   2 YES, SOME OF IT
   3 NONE OF IT

3. Please indicate your sex.

   1 MALE
   2 FEMALE

4. Do you feel that your teacher training has prepared you adequately for teaching in a rural school?

   1 YES
   2 NO

5. Do you feel that your teacher training has prepared you adequately for teaching in an urban area?

   1 YES
   2 NO

6. Do you feel that the students you would teach in a rural school will come from a similar socioeconomic background?

   1 YES
   2 NO

7. Do you feel that the students you would teach in a rural school will come from a similar ethnolinguistic background?

   1 YES
   2 NO

8. Are you familiar with the New Mexico Center for Rural Education?

   1 YES
   2 NO

9. Are you familiar with the Educational Resources Information Center (ERIC)?

   1 YES
   2 NO

10. How many hours do you expect to have to teach each day?

STUDENT OPINIONNAIRE Page 2

11. How many hours do you expect to have at school for planning each day?

12. How many students do you expect to teach each day?

13. How many hours a day do you expect to participate in extracurricular duties/supervision?

14. How do you plan to stay up-to-date in your subject area?

15. How do you plan to stay current professionally?

16. Do you sense any bias (cultural, urban, etc.) to commercially prepared curriculum materials?

1 YES
2 NO

17. Do you sense any bias (cultural, urban, etc.) to standardized tests?

1 YES
2 NO

18. Have you taken courses in educational specialties (eg., counseling, reading, diagnostics, etc.)?

1 YES
2 NO If yes, please list them.

19. Would you like to teach in your home town?

1 YES
2 NO

20. Would you consider teaching in another town of similar size to your hometown?

1 YES
2 NO

21. Approximately how many students attended the high school (grades 9-12) from which you originally graduated?

1 50 OR UNDER
2 51-250
3 251-500
4 OVER 500

22. Please indicate your age.

1 UNDER 25
2 26-35
3 36-45
4 46-55
5 56 OR OVER

23. Please indicate your marital status.

1 SINGLE
2 MARRIED
3 OTHER

If married, does your spouse teach?

1 YES
2 NO

24. Which of the following best describes the type of community or area in which you grew up?

1 FARM OR RANCH
2 UNDER 1000 POPULATION
3 POPULATION 1000-4999
4 POPULATION 5000-9999
5 POPULATION 10000-25,000
6 POPULATION OVER 25,000

25. What does rural mean to you?

26. What would you expect the advantages of teaching in a rural school to be?

27. What would you expect the disadvantages of teaching in a rural school to be?

APPENDIX D

TELEPHONE INTERVIEW SCHEDULE

1. In your estimation do the teacher education institutions prepare students to be effective teachers in rural schools as compared with preparing them to take positions in urban school settings?

2. Are the teachers who are currently employed in the New Mexico public school system generally lacking any specific skills which in your estimation are important to being effective classroom teachers in the 1980s?

3. What can the teacher training institutions do to assist rural school administrators in staff development?

4. Which institutions and/or organizations do you find of value to give you specific information regarding the rural education process? (example: colleges/universities, ASCD, NEA, etc.)

5. Do you feel that there are any problems regarding certification as it is applied to rural educators?

6. Do you feel that there is difficulty in retaining certified, experienced teachers and administrators for rural schools in New Mexico?

7. Do you notice any bias(cultural, urban, etc.) in commercially prepared curriculum materials?

8. What do you see as significant strengths of the rural school?

9. What do you see as significant weaknesses of the rural school?

Appendix E

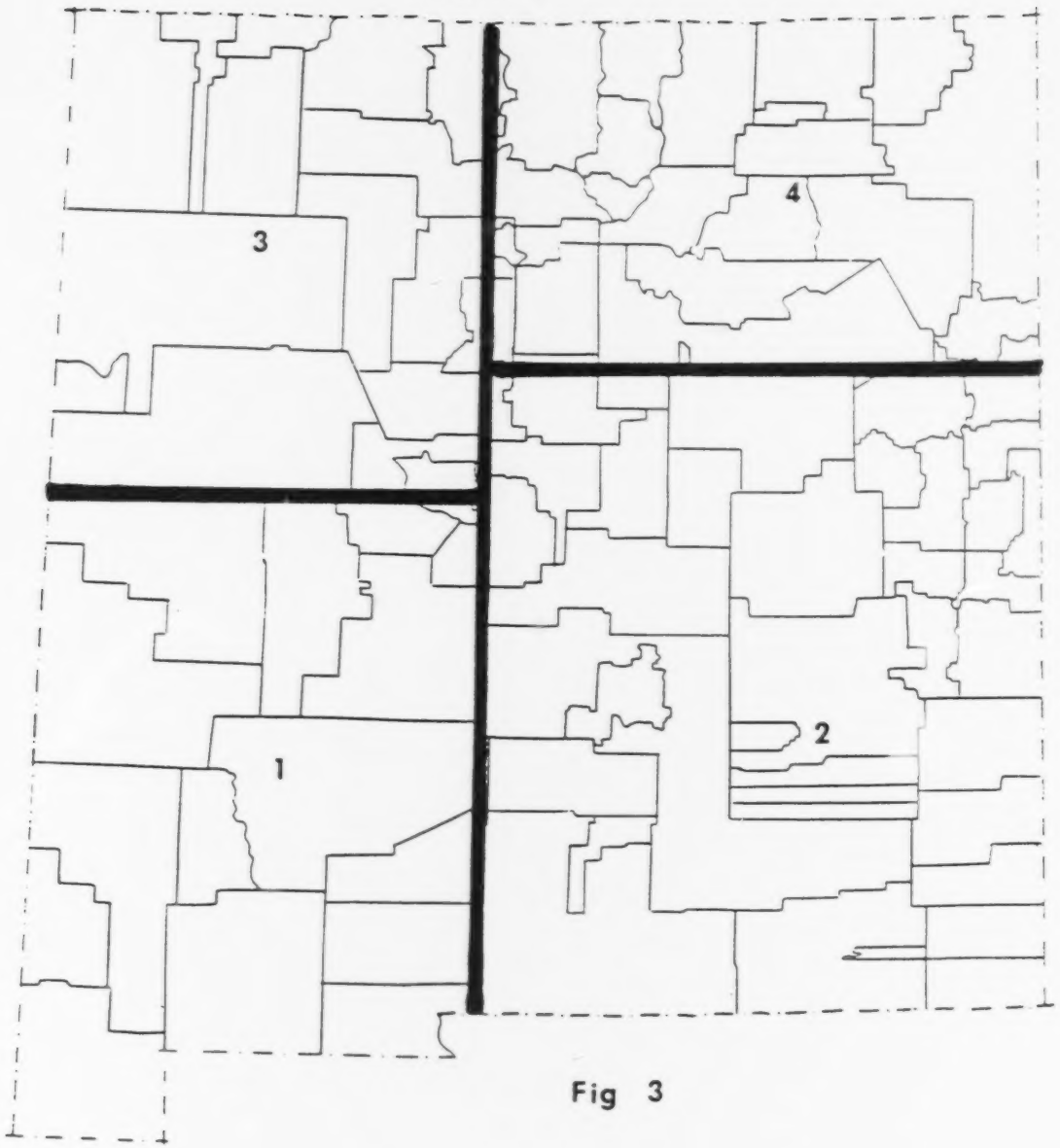

Fig 3

Map showing the school districts of New Mexico
divided into four sections for this study

85

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Appendix F

Rural School Districts by Section

RURAL SCHOOL DISTRICTS BY SECTION Page 1

To select school districts from each section for this study, the average number of schools per section was calculated, then one school district was chosen from each section that was at or near the average. One other smaller district was chosen in an attempt to obtain 75 teachers per section.

Section I (12 Districts, 61 Schools)*

<District Name>	<Elem>	<JrH>	<MidS>	<Hi S>
1. Animas Public (2)	19	-	-	16
2. Belen Consolidated (7)	92	46	-	48
3. Cobre Consolidated (6)	65	26	-	29
4. Deming Public (9)	96	31	-	46
5. Hatch Valley Municipal (4)	27	9	-	17
6. Lordsburg Municipal (5)	25	-	15	19
7. Magdalena Municipal (2)	19	-	-	12
8. Quemado Independent (3)	9	-	-	8
9. Reserve Independent (3)	10	-	-	11
10. Silver Consolidated (10)	100	52	-	53
11. Socorro Consolidated (6)	48	-	23	33
12. Truth or Consequences (4)	33	-	17	24
TOTAL TEACHERS (1078)	543	164	55	316

Averager number of schools per district in this section was 5.

Total teachers surveyed from this Section=85
Total administrators for this Section=6

RURAL SCHOOL DISTRICTS BY SECTION Page 2

Section II (19 Districts, 61 Schools)*

<District Name>	<Elem>	<JrH>	<MidS>	<Hi S>
13. Artesia Public (10)	78	25	27	38
14. Capitan Municipal (2)	16	-	-	17
15. Carrizozo Municipal (3)	8	-	7	7
16. Corona Municipal (2)	2	-	-	5
17. Dora Consolidated (2)	8	-	-	8
18. Elida Municipal (2)	7	-	-	8
19. Estancia Municipal (2)	22	-	-	20
20. Fort Sumner Municipal (2)	12	-	-	15
21. Hondo Valley Public (2)	7	-	-	10
22. House Municipal (2)	4	-	-	5
23. Jal Public (3)	18	11	-	14
24. Moriarty Municipal (5)	41	-	14	23
25. Mountainair Public (2)	12	-	-	11
26. Ruidoso Municipal (5)	38	-	22	26
27. San Jon Municipal (2)	7	-	-	6
28. Santa Rosa Consolidated (4)	23	-	13	16
29. Tatum Municipal (3)	18	5	-	10
30. Tucumcari Public (6)	48	15	-	27
31. Vaughn Municipal (2)	5	-	-	8
TOTAL TEACHERS (787)	374	56	83	274

Average number of school per district in this section was 3.

Total teachers surveyed from this Section=77.
Total administrators surveyed from this Section=6

RURAL SCHOOL DISTRICTS BY SECTION Page 3

Section III (7 Districts, 60 Schools)*

<District Name>	<Elem>	<JrH>	<MidS>	<Hi S>
32. Chama Valley Independent (6)	16	-	15	15
33. Cuba Independent (3)	9	-	13	24
34. Dulce Independent (2)	19	-	-	18
35. Gallup-McKinley County (28)	275	9	116	170
36. Grants Municipal (12)	103	-	40	76
37. Jemez Mountain Public (6)	24	-	-	11
38. Zuni Public (4)	23	-	21	29
TOTAL TEACHERS (1026)	469	9	205	343

Average number of schools per district in this section was 8.

Total teachers surveyed from thsi Section=93
Total administrators surveyed from this Seciton=5

RURAL SCHOOL DISTRICTS BY SECTION Page 4

Section IV (17 Districts, 67 Schools)*

<District Name>	<Elem>	<JrH>	<MidS>	<Hi S>
39. Cimarron Public (3)	16	-	-	13
40. Clayton Public (5)	29	-	11	21
41. Des Moines Municipal (2)	6	-	-	7
42. Las Vegas City Public (8)	61	-	34	46
43. Las Vegas West Public (10)	52	7	27	39
44. Logan Municipal (2)	8	-	-	9
45. Maxwell Municipal (2)	6	-	-	7
46. Mora Independent (3)	34	-	-	17
47. Mosquero Municipal (2)	2	-	-	2
48. Ojo Caliente Independent (4)	20	-	-	16
49. Penasco Independent (2)	19	-	-	22
50. Questa Independent (4)	28	-	-	18
51. Raton Public (5)	39	-	24	28
52. Roy Municipal (2)	6	-	-	7
53. Springer Municipal (3)	7	-	9	17
54. Taos Municipal (8)	76	43	-	42
55. Wagon Mound Public (2)	8	-	-	7
TOTAL TEACHERS (883)	410	50	105	318

Average number of schools per district in this section was 4

Total teachers surveyed from this Section=69
Total administrators surveyed from this Section=6

Total districts (four sections) 55
Total Schools (four sections) 249
Total teachers (four sections) 3774

Total districts surveyed 8
Total schools surveyed 29
Total teachers surveyed 320--return 170=53.1%
Total administrators surveyed 23--return 16=69.5%

RURAL SCHOOL DISTRICTS BY SECTION

All superintendents and principals contacted by telephone on Tuesday, Wednesday or Thursday, October 15-17, 1985. Reminders were sent out on October 30, 1985.

*From New Mexico Educational Personnel Directory, State Department of Education Data Management, Santa Fe, New Mexico 87501-2786, 1984-85 School Year.